

Overview

Title: “*Graphic Scoring – Interdisciplinary Blurring*”

Content: Lesson 1 - Warm ups, creative group activities
Lesson 2 - Data Collection
Lesson 3 - Interdisciplinary Blurring

Grade Level: Grade 11, 12 Music

Prior learning: Students will have some knowledge and background in traditional score writing activities with two or more parts. Students are at a stage during the course where they are comfortable performing in front of everyone and are able to take risks. This unit is NOT recommended to be used at the start of a course.

Curriculum Connections

Overall Expectation: Creating and Performing

A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
A2. The Elements of Music: apply the elements of music when performing notated and improvised music and composing and/or arranging music;

Specific Expectation: Creating and Performing

A1.1 apply the creative process when performing notated and/or improvised music
A1.2 apply the creative process when composing and/or arranging music
A2.3 apply the elements of music and related concepts appropriately and effectively when composing and/or arranging music in a variety of forms

Overall Expectation: Foundations

C1. Theory and Terminology: demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

Specific Expectation: Foundations

C1.1 extend their understanding of the elements and other components of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements

Lesson 1: Warm ups, creative group activities

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences,
- Setting the context for learning)

Warm up #1 - Circle game

Arrange the class into a circle. Pass a clap around the circle. Add a stomp to pass around. You can go in different directions. Add more claps. Pass around a particular clapping rhythm between separate people. (quarter, triplet, quarter) would be clapped by 5 people for example.

Warm up #2 – Class eyes closed. Listen.

Three people are chosen. One person walks across the class. Ask the class to identify who walked across classroom. Reverse roles; take the keys (or shoes) from 3 participants, drop them behind their backs – ask the 3 if they can identify their keys etc. Allow other class members to try this.

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Part 1 - 2 Bar Improv

Draw two empty bars on the board with a repeat sign. Ask the class to pick a sound to make somewhere in the 2 bars. They must repeat that choice over and over. The teacher/student shall conduct the 2 bars repeatedly. Extra things to add would be increasing/decreasing the tempo, raising/lowering dynamics or tempo.

Part 2 - Count 1,2,3,4,5 in a small group, pass it around.

Pick a theme. Assemble into a small group. Count around the circle repeated in groups of (4 or 6). Slowly convert the number positions to sounds aligned with your particular theme. Add one sound at a time. ie. Change 1 to a 'squeak' noise but keep saying 2,3,4,5 going around the circle.

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned, providing opportunities for consolidation and reflection

Part 3 - Perform Part 2 Theme Sounds.

Each group will perform their creation sequentially with only a brief pause between each piece. A written reflection (or pre-made questionnaire) may be used at this point.

Lesson 2: Data Collection

MINDS ON

Warm up #3 - Circle Game: # 1 - 10 sound effects.

Students will write #1-10 on a piece of paper. Instruct the students to circle 3 boxes and 3 circles around any numbers. The teacher will now explain that the boxes represent a physical gesture and the circles will represent a sound. Ask class to stand up and form a circle. The teacher will call through 1-10 and students must add the sounds & gestures they came up with. Eventually, the teacher may drop out of saying 1-10 which forces students to memorize acoustically where they fit in the order of sound events.

ACTION

Ask students to draw 3 pictures into boxes provided (see data collection sheet)

Do not explain or describe anything about graphic scoring yet.

Have them choose a drawing that “most closely resembles a statistical question.” (ie. **A true/false, yes or no, 1-5 rating scale**) Tell them they **MUST** come up with a question that relates to their best picture, no matter how far fetched. The question will be posed to the class.

Write out their question on a separate piece of paper (students write their name on it). The teacher shall collect these. Next, students will be asked to close their eyes, and raise their hand up to the questions posed. The teacher will record the results of each question on to the question paper (whether, T/F , Yes/No or 1,2,3,4 or 5) and return it to student.

CONSOLIDATION AND CONNECTION

Divide the class into groups of 6 approx. Use ‘Larry, Curly, Moe’ system to divide the class into three groups for example.

Ask students to organize their questions / drawings into an order that ‘works musically’ Have students assign a sound (may be unpitched) to their particular picture. Students should modify the sound according to the strength of their particular statistic. (ie. a high statistical score for a ‘picture about sports cars’ might involve a **LOUD** or **FAST** noise, where as an image ‘about winter’ that has a low statistic, might have a low slow sound)

Students will present their sound scape, back to back, with other groups in the class. There are to be only pauses between pieces.

Lesson 3: Interdisciplinary Blurring

MINDS ON

Warm up #4 - Passing names in 3D sound (eyes closed)

Arrange the class into a circle. Have students give off names one after another. Students are to remember the names of the person before them. Now, mix up the class into a different circle. The class should now call out their names in the SAME ORDER even though the circle has been mixed up. Once this pattern is established, slowly turn the name sounds into a clap. Eventually the names will be entirely dropped leaving only an acoustic pattern in 3D space which they hopefully can repeat again correctly.

ACTION

Have students reflect and discuss on how effective their piece was the day prior, and what kinds of improvements and changes could be made to it.

Introduce graphic scoring. Use samples hand outs, discussion or video presentations about graphic scores from John Cage, Murray Schafer, Karlheinz Stockhausen etc. Time permitting, the class can try one of Schafer's basic graphic score exercises.

CONSOLIDATION AND CONNECTION

Provide the class with a LARGE SCORE PAPER to create their own graphic scores to represent the performance of the day earlier. The order of the music should be the same. The 'best picture' (from lesson 2) may be left out but the sound created in lesson 2 must be kept. The data must be kept the same and must be shown as either, dynamics, articulations, rhythms, variety or some other form of expression (physical movements allowed). They may use graphic symbols similar to the scores discussed or create something entirely new. In any case, the score should be easily read and understood by some one looking at the first time.

As a final activity, groups are to trade their scores with another group and perform the new score. They will have 15 min. to prepare it. A final performance will involve all the scores being performed in the class. The scores will then be pasted together, in order, and hung on the wall in the music room. Students will SELF EVALUATE their work. The teacher will SELF EVALUATE their teaching.

Warm up exercises

Friesen, D. (2011, July). OISE U of Toronto. *Honour Specialist*. Course conducted from St.Michael's College, Toronto, ON.
Schafer, Murray. (2005). *HearSing*. Ontario: Arcana Editions.

Draw three pictures.

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My Stats question:
